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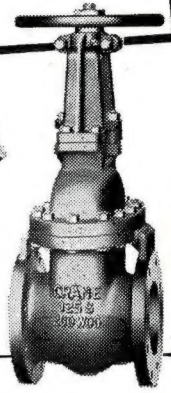

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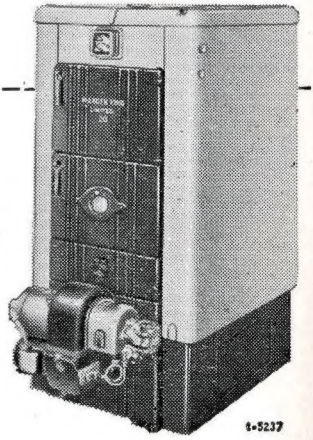

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Note: Read our Special Anniversary Supplement in this issue.

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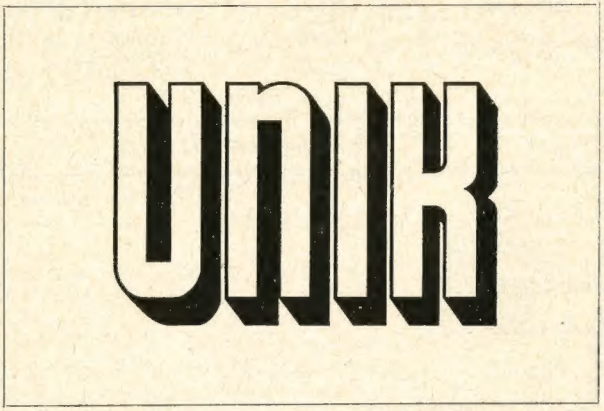

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THE PRESIDENT'S PAGE

MORE ACTIVE PARTICIPATION URGED BY NEW PRESIDENT

by LEONARD ROSENBERG
President, Association of Alumni, Sir George Williams College

SALUTATIONS — To my old friends I offer personal greetings and to those of you whom I have not met I offer fraternal greetings. It is a privilege to chat with you from this page and I wish to thank those of you who made this possible by electing me to this position.

As part of my introduction I wish to publically congratulate Gordon Donaldson, the immediate past president, for his job, very well done. For the most part the position of president is a thankless one. Tedious but necessary hours are expended which seldom show appreciable results when a review is made of the association's accomplishments at a year end. Of this labour, Gordon had more than his share during his term of office, and in sincere appreciation I wish to offer my personal thanks, and the thanks of the association as a whole.

In accepting the nomination to this position I numbered among the aims of the association, the following:

1) Cooperation among graduates, academically, professionally, and socially,
2) Helping the college to improve its facilities and position by any means at our disposal, and
3) Lending a helping hand to undergraduates in whatever form the help is required or requested.

At a recent meeting of the executive to which a group of graduates chosen at large were invited, these aims were affirmed enthusiastically. It will be toward these major goals that the new executive will attempt to work. Please feel free to offer your suggestions as to ways and means, we will need all the help forthcoming, not only in body, but also in spirit.

It is unfortunate that our group has grown so large as to exclude the possibility of efficiently-run general meetings. However it is this largeness that also lends itself to a more varied form of organization. An organization where members can limit their participation to specific activities of their choosing, rather than participating in large meetings of doubtful interest. Your social chairman, Dick MacDonald, has recently sent out a questionnaire asking for pertinent information concerning the activities in which you are most interested. With the statistics available from the returned questionnaires it is our intention to organize numerous smaller groups which, we trust, will be more favoured by the majority of graduates, and will raise the active participation in our association.

The Postgrad as a means of communication between graduates is asserting itself more and more with each consecutive issue. In this field I wish to join the editor, Bob Hayes, in soliciting the cooperation and participation of the readers. More and more copy, of both personal and professional nature, will be needed as the magazine expands, and I look forward to the Postgrad receiving your literary contributions in due course. A phone call, or letter, to Bob, c/o the alumni office, will assure that you receive more specific information concerning this important activity of our Association.

In closing this first President's Page of my term of office, I would like to refer to the other members of the executive, all of whom have shown a very active interest in the Alumni. I wish to thank them for the great amount of effort they have expanded to date and which I know will continue to be offered, with equal generosity, in the future.

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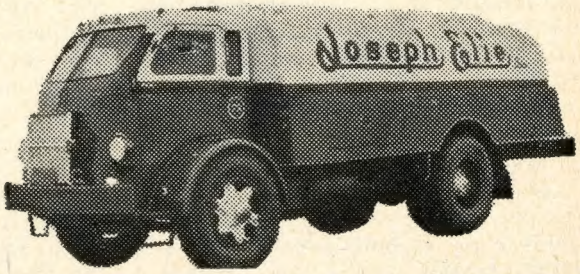

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SPORT JOTTINGS:

THAT GREY CUP BATTLE AND CHUCK'S "ELUSIVE FOOTBALL"

By ALEC FINEBERG

THE FOOTBALL season is over for this year, but the memory of that fantastic Grey Cup game lingers on!

Recently, we had the opportunity of attending a meeting, and hearing three popular Alouette players—Herb Capozzi (the 'Bob Hope" of the football team), Juan Sheridan, and Jim Mitchener—give their opinions on football in general—and the Grey Cup game in particular.

Second-guessers were a dime-a-dozen after that final game played in Toronto on Nov. 27 between the Montreal Alouettes and the Edmonton Eskimos, which the Western team won by the close score of 26-25. The lead changed hands many times, and the finish was as dramatic as anything ever dreamed of by highly imaginative Hollywood writer.

Two particular plays received more comment that the others. The most disputed play of the game occurred when the elusive football flew out of Chuck Hunsinger's hands as the game was drawing to a close, and as the Als were threatening to increase their lead, which was 25-20 at that time. An Eskimo player scooped up the ball, and ran almost 100 yards for a touchdown, which was converted, and gave the Eskies their margin of victory.

In commenting on this play, the three Alouette players stated that Hunsinger, who had played a terrific game, and whose will-to-win was second to none, had attempted to throw the ball forward. Juan Sheridan stated that he asked the referee for his ruling, and that the official told him he ruled it a lateral pass or fumble. Juan then told the referee that Chuck had attempted a forward pass, which was incomplete, and thus the play should have been called back. The official replied that Juan was entitled to his opinion, but that he didn't agree with it.

Jim Mitchener, who is expecting to graduate in surgery from McGill next year, added the comment that Chuck had been very heavily tackled a few plays before, and possibly was not completely rational when executing the play in question.

Another question brought up by many Alouette fans was why a field-goal was not attempted in the fourth quarter when the score was 25-14 in the Als' favour; the 3 points would have given them a 14-point lead, which would have been almost insurmountable at that stage of the game. And even if the field-goal attempt would have failed, the chances were excellent that one point would have been scored, and the 12-point lead would have meant that, even if the Westeners would have scored 2 converted touchdowns, the score would be tied, and overtime would be necessary. Actually, a pass was thrown into the end zone, but was incomplete, and the Eskies took over the ball on downs, and eventually did score 12 points to gain the victory.

The Al players stated that, when the score was 25-14 in their favour, the whole team was supremely confident of victory, and as the team had been known all

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Sport Jottings . . .

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season long to be very strong in the last quarter, the players expected to increase their lead by one or more touchdowns. If that pass had been completed, resulting in another Alouette touchdown, the final result would have undoubtedly been very different. So none of the players blamed Star Quarterback Sam Etcheverry for calling the plays as he did; the strategy had worked most of the time during the regular season's games and playoffs.

The Als admitted that the result of the game would prove beneficial for football in general in Canada, as it broke the continuous string of victories which the Eastern teams had gained over their Western rivals for the past few years. But the Als wondered:—"Why did it have to happen to us?"

The motto of the Montreal Alouettes is:—"Wait 'till next year!"

A sequel to the Hunsinger incident was a telegram signed by over 20,000 fans—headed by Mayor Jean Drapeau of Montreal—which was sent to Chuck at his U.S. home, cheering him, and asking him to return next year. He was greatly moved by this show of enthusiasm and public support, and agreed to return, and promised an even better season than the past. Incidentally, each person whose name appeared on the telegram gave ten cents to cover the cost of sending the telegram, and there was a surplus of over $1,000 after all expenses had been covered. When Chuck was asked what should be done with the surplus, he asked that it be contributed to one of Montreal's Building Fund Campaigns for a Children's Hospital, (St. Justine's)—this was done.

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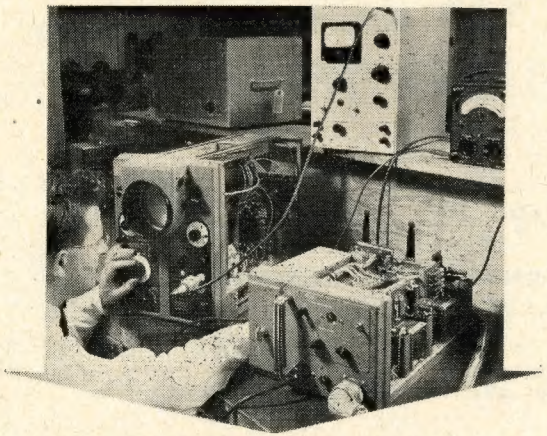

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THE PRINCIPAL'S PAGE

BEST WISHES TO 2,000 GRADUATES

By Dr. K. E. NORRIS,
Principal Sir George Williams College

MAY I use the pages of the Postgrad to extend my best wishes for a Merry Christmas and a Happy New Year to all the more than 2000 graduates of Sir George Williams College. I hope the joyous Yuletide spirit may permeate to the full their hearts and homes and that the New Year 1955 may be a happy and prosperous one for all.

By this time next year we trust the new College Building will be completed—or so nearly completed that we may look forward to entering it early in 1956. Already the steel girders of the ground floor and basement are pushing above the street level and the tremendous hole in the ground is rapidly disappearing as it begins to fill up with the framework of the new structure.

The lower floors will be ready for the laying of the cornerstone early in April and already plans for this effort are being made. The committee of the Board of Governors in charge of preparations for this ceremony consists of Mr. H. C. Beatty, Chairman, Mr. Walter Attridge and Mr. Gordon Donaldson, with the Registrar, Mr. Douglass Burns Clarke, as Executive Secretary.

At the same time action is going forward under the chairmanship of Mr. John B. Frosst to raise the remainder of the funds required to erect the buildings, and commendable progress is being reported by the Completion Fund Committee.

In the meantime, the ranks of the Alumni have been augmented by the fall raming of 61 additional new graduates. These new Alumni were awarded their Bachelor's degrees by the Board of Governors under the date of November 16th, although they will actually receive the sheepskins at the regular Convocation next Spring.

Plans are already afoot for this Convocation, which will take place on the evening of June 3, 1955. Meanwhile, the College is having a good year and operating very well under the handicap of being dispersed throughout six annexes besides both wings of the main building. Needless to say, it is not only the students and Alumni who are looking forward to a more effective and friendly concentration which will come with the acquisition of our new building in 1956.

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CANADIAN UNIVERSITIES

THE term "university" is used somewhat loosely in Canada and a complete legal list would not reflect actual conditions. In at least three cases (Trinity and Victoria in Toronto, King's in Halifax) university charters are in abeyance, except for Divinity, by reason of federation; in some other cases (e.g., Collège Ste-Anne, Church Point, N.S., and St. Mary's College, Halifax) institutions that operate essentially as colleges have charters entitling them to university powers; and in others (e.g., Sir George Williams College, Montreal, and Carleton College, Ottawa) work done under the college title is of a range comparable to that in a number of smaller universities. Work in universities ranges from the complex federated organization of Toronto, including both federated universities and affiliated colleges, or that at Laval, which includes forty-nine affiliated institutions, to smaller foundations of a unitary type involving fewer than three hundred students. McGill, for example, gives twenty-seven types of degrees and ten diplomas or certificates, while Nova Scotia Technical College gives only the Bachelor and Master of Engineering. In Ontario, to take another example, only Toronto has a College of Education, and, until the recent establishment of a Faculty of Law at Toronto, all legal education in that Province was directed by the Law Society of Upper Canada.

Except in Western Canada nearly all Canadian universities were established by or with the active support of church bodies but the majority are now private or quasi-private foundations. One might divide Canadian universities into (1) those which are legally controlled by or connected with a religious group: Laval, Montreal, Ottawa, St. Dunstan's, St. Francis Xavier, St. Joseph's, Mount St. Vincent, by Roman Catholics; King's, Bishop's, Trinity, by the Church of England; Mount Allison, Victoria, by the United Church of Canada; Acadia, McMaster, by Baptists; (2) those that are essentially provincial universities with varying degrees of state direction: New Brunswick, Memorial in Newfoundland, Toronto, Manitoba, Saskatchewan, Alberta, British Columbia; (3) independent foundations depending on endowment and private benefactions, usually with additional state support: Carleton, Dalhousie, McGill, Queen's, Western Ontario, Sir George Williams. No brief statement can make clear the diversity among the universities.

Under the British North America Act education in Canada is a provincial responsibility, there being no Dominion Office or Minister of Education. Recently, as noted below, the Canadian Government has given financial aid to universities. Considerable variety exists as regards Provincial Government aid to universities. Seven provinces (British Columbia, Alberta Saskatchewan; Manitoba, Ontario, New Brunswick and Newfoundland) have provincial universities, in most cases receiving a major part of their income from government sources; in Ontario and New Brunswick, there are also private universities; and in Quebec, Nova Scotia and Prince Edward

(continued on page s-3)

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Canadian . . .

(continued from page s-1)

Island, all universities are private. The pattern of provincial support varies as regards private universities. In Nova Scotia, for example, university grants have to date been comparatively small but Nova Scotia Technical College is supported entirely from provincial revenues. In Ontario, grants are received by Queen's, Western, and Carleton College and McMaster and Ottawa receive grants for such of their work as is legally not under "sectarian" control.

In Canada to date universities have not been the recipients of private benefactions in amounts comparable to those in the United States or Britain.

Higher education in Canada has a recognizable pattern and atmosphere but there is no uniformity in entrance standards or curriculum emphasis. Canadian higher education shows clearly the marks of Canadian educational and political history and the influence of British (both English and Scottish) and American models. The marks of Canadian history can be seen in the existence of a distinct system of French-language university education (chiefly in Laval and Montreal) with their affiliated "Classical Colleges"; in various federation plans that have brought together colleges of denominational origin and of secular foundation (notably in Toronto, Manitoba, and Western Ontario); in the existence of a number of universities that have maintained, to a greater or smaller extent, denominational ties (e.g. Acadia, Mount Allison, Bishop's, McMaster, Trinity and Victoria); and in the unusual number of degree-conferring authorities in the Maritime Provinces (where at least fourteen such authorities exist) as compared with the Western Provinces (where only one university authority exists in each Province). A few universities operate under Royal Charters but most have been incorporated by provincial legislatures. British precedents account for the existence of colleges within universities, academic titles (Principal, Provost, Warden, etc.) that reflect either English or Scottish origin and provision for specialized undergraduate study leading to honours degrees (in most cases requiring an extra year of undergraduate study and the maintaining of superior grades). American influence can be seen in the development of faculties and schools and in the fact that there has been in Canada much the same succession of development as in the United States: first, of private or quasi-private universities (including many with original or continuing denominational connections); second, of state universities (notably in Western Canada); and third, of graduate schools (or limited programmes of graduate studies leading to the degrees Master and Doctor). Many academic titles (president, dean, professor, associate professor, etc) also reflect American nomenclature.

Recent developments of note have been the growth in undergraduate numbers, increased graduate studies, extension services and financial assistance to universities by the Government of Canada.

Growth in undergraduate numbers has been due to increase of population, rising

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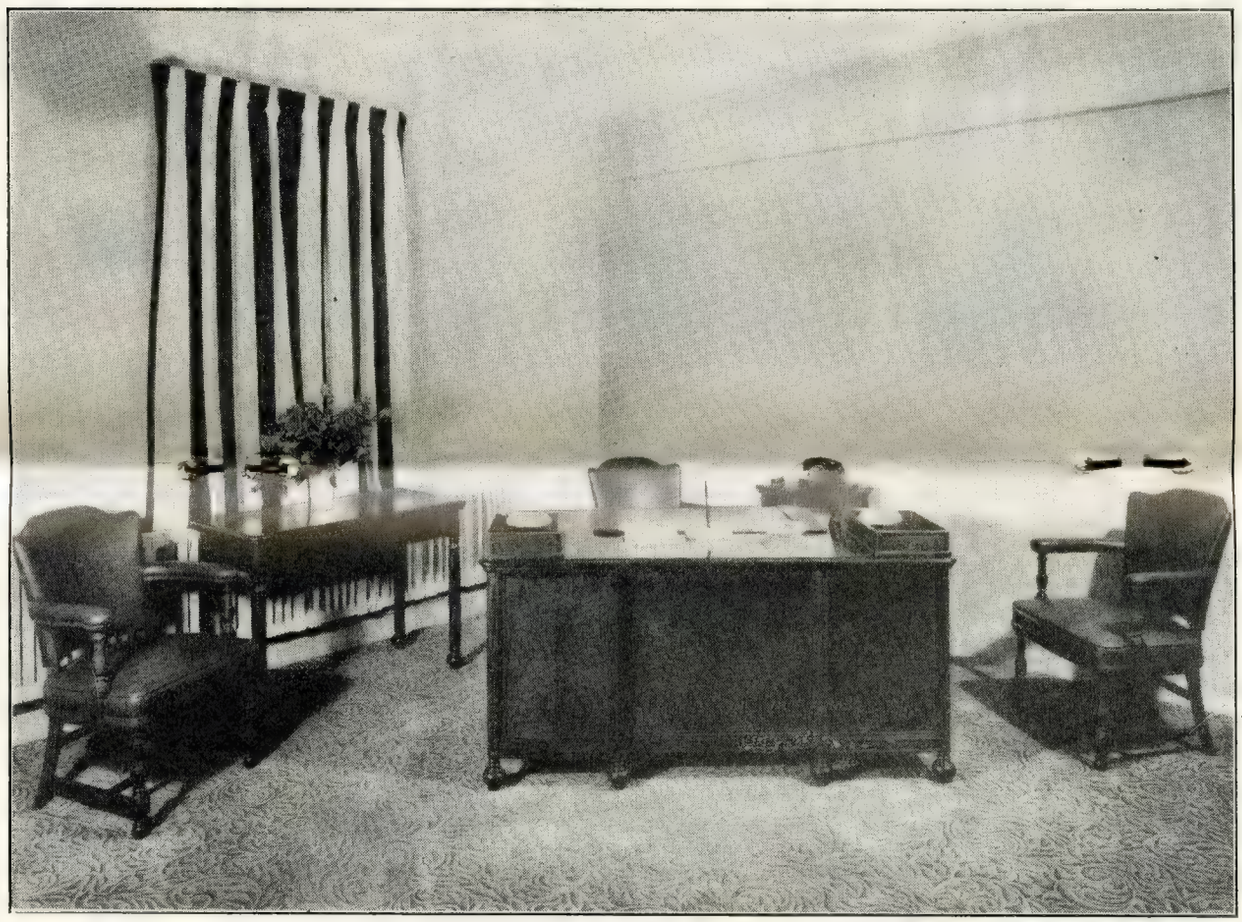

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Canadian . . .

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were recognized as equivalent to undergraduate studies in English-language universities. No attempt was made a arrive at a uniform level of university entrance throughout the nation.

Under the system operating in these universities, including English-language Roman Catholic institutions, students enter either by Junior Matriculation or by Senior Matriculation. The latter requirement is increasing. These examinations are set in the various provinces, usually by joint action of the universities and the Department of Education. The list of required and optional subjects differs between provinces and varies as regards the requirements for entrance into various degree courses. Universities admitting by Junior Matriculation normally offer a four year course leading to a pass or general Bachelor's degree which can be obtained in three years from Senior Matriculation. For honours degrees an additional year of study is required in most universities and honours students are usually in separate classes.

The requirements for entry on non-Canadian certificates into the universities of Canada differ considerably. Students in other parts of the Commonwealth who plan to attend a Canadian university should write directly to the Registrar of the university in which they are interested.

In all universities a number of lecture courses are required in each year and examinations on these courses must be taken at the end of each year. In some honours courses "comprehensive examinations" are also required. Some universities operate on a year system, requiring a specific group of required and optional subjects to be taken at the various levels. Others operate more nearly on the credit system common in parts of the United States.

English-language universities are co-educational in all but a limited number of courses, such as Nursing and Household Science.

Few universities offer complete residence accommodation. Especially in large urban centres, the majority of students live at home or in boarding houses. Most universities provide, through student unions, space for social gatherings and for meals.

In the French system a student receives his Baccalaureat at a classical college which corresponds to a French Lycée. He then goes to the university for his License or his Doctorat, or for a professional course such as Medicine, Engineering and Dentistry. French-language universities also admit into certain courses, such as Engineering and Agriculture, students who have taken preparatory work in a French high school which is modelled more closely along English high school lines. Separate classical colleges are operated for men and women but the universities are co-educational in most courses.

In all the universities of Canada students are admitted only in the autumn and the session lasts approximately from late in September to the middle of May. During the long summer vacation the majority of students obtain employment. Faculties of Engineering, for example, require their students to gain practical knowledge in the engineering field during the summer.

During the session the students provide a wide variety of social and recreational activities for themselves. These are under the control of a central committee or council and are more highly organized than they are in the United Kingdom universities. Organized athletics, too, are usually under the control of a central committee representing the students, the university administration and, frequently, the graduates.

The approved universities and colleges of Canada have as their official organization the National Conference of Canadian Universities which meets every summer to discuss matters of common interest. This Conference is affiliated with The Association of Universities of the British Commonwealth and has two representatives on the Council of that body. The Conference publishes an Annual Report and a *Year Book of Canadian Universities*. The latter is published biennially and may be obtained from the Secretary, care of Queen's University, Kingston, Ontario, at the price of $2.00.

(continued on page s-9)

Laval University May Expand

Laval University must soon think of adding a new building to its rapidly-expanding faculty of science, Msgr. Alphonse Marie Parent, rector of the Roman Catholic university, has said.

He said by 1958 there should be about 1,200 students in the faculty. There now are 680 and in 1941 there were 113.

Msgr. Parent said more students have come in as the faculty added new departments such as the departments of chemical, electrical, and civil engineering department was added this year.

Canadian . . .

(continued from page s-8)

A convenient and recent historical sketch may be found in W. Kirkconnell and A. S. P. Woodhouse *The Humanities in Canada,* 1947. Statistical information appears in *The Canada Yearbook* and special information is issued from time to time by the Dominion Bureau of Statistics, the most recent being *Higher Education in Canada* 1944-46 (1949) issued by authority of the Minister of Trade and Commerce, price 35c. An historical introduction to the universities of Canada appeared in the *Universities Year Book* 1949-50 and earlier editions.

Not all educational institutions of university grade appear under university titles. Three examples are the Maritime School of Social Work, the Nova Scotia Technical College in Halifax and theological schools. The Maritime School of Social Work, Halifax, N.S., co-operates with various universities in Nova Scotia. It gives a diploma for two years of study, degrees being the responsibility of the cooperating universities. In other parts of Canada schools of social work form an integral part of individual universities, including Laval, Montreal, McGill, Toronto, Western Ontario and British Columbia. The Nova Scotia Technical College in Halifax is the direct effort of the Province to provide engineering education. It is supported entirely from provincial revenues and receives students who have already covered work in Acadia, Dalhousie, King's, Mount Allison, St. Francis Xavier, Memorial University of Newfoundland and St. Mary's College. The Technical College offers two years of what is usually a five-year course leading to the degree B.E. and later to the degree M.E. In other Canadian Provinces such work is carried on by a faculty of engineering or applied science connected with single universities. Theological education is conducted through faculties of theology or through independent theological colleges affiliated with one or more universities. Theological degrees are not granted by provincial universities. At Toronto, for example, Divinity degrees are conferred by Trinity, Victoria, Knox, Wycliffe and St. Michael's. A list of theological colleges appears in the *Year Book of Canadian Universities.* (Reprinted from the McMaster Alumni News.)

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Grad Bob Pallen Wins Fellowship

Bob Pallen, a graduate of the college and presently a chemistry student at the University of Western Ontario, has won a $900 fellowship from Canadian Industries Limited, Dr. J. A. Gunton, head of the chemistry department, announced recently.

Bob, who hails from Montreal, will use the fellowship to continue research studies directed by Dr. Christian Sivertz. He graduated from the college in 1952 and went to Western to work towards his master of science degree.

Plans Completed For 'Y' Extension

Fred B. Walls, president of the Montreal YMCA announced recently that plans are complete for building a much needed extension to the YMCA building on Hampton avenue in Notre Dame de Grace.

John J. F. Bancroft, chairman of the board of the N.D.G. YMCA said a building committee under the chairmanship of W. L. Gatehouse and C. A. Norris, assistant chairman, has been responsible for developing the extension plans.

The new building will front on Hampton avenue and will be connected to the present structure.

It has been necessary to provide these additional facilities because of the growth in membership of boys and girls. In the new building a large multi-purpose room will provide adequate space for mass programs and there will be three club rooms for small meetings and craft programs.

Dressing room facilities will be provided in the basement. The "shack" that has served as a dressing room for 24 years will disappear.

Work will start immediately the contract has been let. Architects on the project are Ross, Patterson, Townsend and Fish.

The N.D.G. YMCA extension is part of the building program envisaged by the Montreal YMCA, when in 1952 the association embarked on a major capital fund campaign. Since 1952 the Montreal YMCA has erected a new community type building in the St. Laurent-Mount Royal area, completed the locker room extension on the Southwestern branch in Verdun, started construction of the YMCA Sir George Williams College Building and plans to open a new community YMCA building in Lachine.

U. of M. Quits Student Union Second Time

The University of Montreal withdrew recently from the 39,000 member National Federation of Canadian University Students.

In the opening session of the 18th conference of the federation being held at the University of Toronto, Claude Dupré of Montreal announced the withdrawal to representatives of 23-member universities.

He said his university, sixth in size in the federation, quit because the program and activities of NFCUS are impractical and of no real value. It was the second time the university has left the federation. Its 2,390 students walked out in 1952 but rejoined last year.

A report of the Moscow meeting of the Communist-dominated International Union of Students "strongly" recommended to the delegates "that the IUS offer of associate membership be discarded as unrealistic and unsatisfactory" and that the Canadian federation take the lead in having other national student unions "resolve not to constitute themselves into another international union of students."

The report was signed by Federation President Antonio Enriquez. University of Ottawa, Jean de Margerie, graduate of Laval University, Quebec, and Charles Taylor, graduate of McGill University. All three were in Moscow for the meeting.

The conference also accepted St. Francis Xavier University, Antigonish, N.S. and Assumption College, Windsor, as members.

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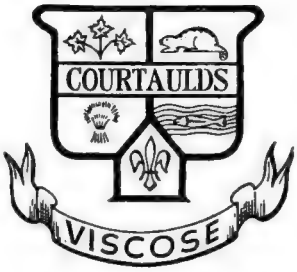

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WHY NOT ABOLISH ALUMNI ASSOCIATIONS?

by DR. ARTHUR G. COONS
President, Occidental College, Los Angeles, California

THERE was a day when an alumni association was a strictly voluntary group of dues-paying graduates or former students of a college or university. The officers conducted its activities with a very large measure of freedom from institutional intervention, direct or indirect, and the scope of these activities was definitely set by the amount of funds made available by the members of the association.

Alumni who failed to pay dues were not members and were not entitled to the privileges of voting, of receiving publications or of attending alumni functions, unless specifically invited. The association raised no funds for the college. Its basic purpose was rather to promote continued fellowship and good will among its members and to keep alive the memories of days that were gone. It sought to shine in the reflected glory (whatever that might be) of alma mater. Often it was particularly concerned with athletics. It dealt primarily in sentiment, but above all it was independent.

Then changes began to come. First was the demand for office space without rent on the campus to house the records and to give to the officers a status and dignity perhaps otherwise not possessed. Then came the yearning on the part of alumni associations for official participation in setting policy for the institution, with the idea quite rife in some alumni circles that the college really "belonged" to the alumni and should be controlled by them. Next was the countervailing idea that with control goes responsibility: if alumni were really to participate in control, they should pay for the privilege. And then alumni giving plans developed in one form or another.

Meanwhile alumni activities and consequent staff needs burgeoned. A secretariat developed and ideas for more activities began to fill the files. So challenging became all of these ideas and programs that college administrations were besieged to support them. The day of public relations emphasis in the colleges was dawning. College administration, ever harassed for dollars, began to realize the potentialities in alumni cultivation and giving. Public institutions began to recognize the place of alumni influence in legislative matters.

So it was that the alumni association's staff and program were transferred to the college budget or were in one way or another directly or indirectly subsidized. In most instances, because of the emergence of organized alumni and development funds, the alumni secretary actually became a college official.

Yet the fiction remained that he was secretary of an independent alumni association. Even the fact of "membership" became a fiction, since alumni fund contributions took the place of dues and, in general, any alumnus, contributor or not, was automatically considered a member with voting rights and an equal voice in association or institutional affairs.

Under these circumstances, it has been asked, why not abandon the fiction of an alumni association? Why not, in fact, abolish alumni associations as such?

The alumni association should not be abolished nor should the fiction of it be abandoned. But a realistic interpretation of the present status of alumni organizations in collegiate administrations should be developed and transmitted effectively to alumni and former students. The alumni are one of the publics of any college or university, along with churches, schools, corporations, foundations, and individuals to which the institution looks for understanding, friendly assistance and financial support. Where we have not done so, we should grow up in alumni

(continued on page 13)

100 Go to School Three to College One Graduates

Dr. Lawrence P. Patterson of Montreal, president of the Canadian Teachers Federation, said recently schools are teaching courses designed for only a minority of students and most students rarely understand what they're taught.

Primary and high school courses are mainly designed to prepare a student for a college career, yet of 100 students who start school, only three enter college and one graduates, he said.

"The trouble is that 100 per cent of the parents expect 100 per cent of the children to do what only 20 per cent can do," he said. "An intelligence quotient of 110 is considered the minimum needed to pass college. Tests show that two-thirds of all students have IQs of 90-110.

Dr. Patterson spoke to some 100 Quebec Protestant high school students and teachers at the 11th annual Student Council conference in Quebec.

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Why not abolish . . .

(continued from page 11)

relations and activities. Let us not be simply sentimental. Let us interpret the institution for what it really is. Let us face the facts of collegiate life realistically. Let us be honest instead of coy or cunning. Let us view the situation straightforwardly and tell the facts of life to our alumni.

For it is my honest belief that no alumni program as a whole is defensible within the framework of a college budgetary program if it does not fully pay its own way, and in addition yield something more for the support of the college itself. No institution has the right to take tuition payments, endowment income or taxpayers' money to defray the expenses of an alumni program that does not more than carry its own weight. Institutional funds are for educational purposes. And if by this test alumni programs are educational, they are so only in an adult education sense that is different indeed from the basic purposes of the institution. If the total yield of an alumni giving program does not markedly exceed the cost of operating the alumni office and program (or have any immediate prospect of doing so), then the alumni fund appeal has no moral right to ask for gift dollars "to support the college's education program" or "to support scholarship aid."

In the light of this principle, any particular alumni program is on the defensive to justify itself if it invokes planned "deficit financing." This applies to faculty lecture series, to group seminars, to special days, to athletic banquets, to recognition ceremonies — to whatever we do. This may appear that the sole test of worth is financial. That cannot be and should not be. But that test must be in our minds. In all of our relationships we seek to be businesslike and are the more respected because we are. But admittedly the real tests are those that emerge from long range considerations of institutional development and the attitudes that best sustain such a view.

Alumni funds are important. They may not fulfil the early imaginative hope of their founders but we must bear in mind that most of them could do a much better job than they do. Unfortunately we have in our alumni associations too many "sleepers," too many who enjoy the ride but never bother to hand their fare to the conductor (some even duck under the seat when they see him coming). There are too many seeking constant favors from the college — job recommendations, placement, speeches by staff and faculty at clubs and churches, recognitions of all sorts — who never bother to think twice about what keeps it all going and what their part may be in that program.

We all know that no alumnus has really ever paid for his education, because the total costs, public or private, ran in every case above tuition charges. And no alumnus who received scholarship aid while in college should feel free from the responsibility to help provide, if he is able to do so equal consideration for other worthy and needy students later on.

Today every college is a social institution in a far broader sense than once was true. Our alumni should be enlisted as partners in the fulfillment of society's expectations. Our institutional purposes, plans, programs, activities, needs and responsibilities must be communicated effectively to all our publics. We have a right to expect that our alumni will be first among those publics in understanding, co-operation, good will, advice and support, in proportion to their capacity to help. Regretfully, this is not always true.

Let us not abandon alumni activities but let us be realistic about alumni associations. They are not independent but interdependent. They live effectively not on sentiment alone but on understanding; not when they seek institutional control but when they serve; not when they promote the sophomoric or nostalgic alone but when they mature and develop in vision along with the institution they love and seek to help. There is a great future for alumni relations, of mutual and lasting benefit for those who have this vision.

(continued on page 14)

Taking the Fun Out of Exams!

Radcliffe College has eliminated the honor system it used during examinations since the 1942-43 school year.

Dean Mildred P. Sherman explained the change was made to take "an unwanted responsibility away from the students." She said the new system should make exams "less noisy, less disorderly and less tense."

Previously, students at the famed women's college were allowed to walk in and out of examination rooms as they wished. They were even permitted to leave the building.

Now a proctor will conduct exams, and talking, smoking and eating will be prohibited. Previously, the students were permitted to bring apples, candy bars and even sandwiches into an examination room.

Why not abolish . . .

(continued from page 13)

While preserving as large a measure of autonomy and representation as is consistent with its programs, all alumni activities sponsored and underwritten by colleges and universities should be developed and integrated within the total pattern of institutional functions, toward realization of its ultimate highest objectives.

Broadest Education Declared Best

Early educational specialization in schools and universities was criticized recently by Sir Archibald Nye, United Kingdom High Commissioner to Canada, in an annual War Memorial address at Macdonald College.

Sir Archibald outlined his own career from the time when he joined the army as a private to the time he became deputy chief of the Imperial General Staff.

"To begin with," he said, "I thought that to be a leader meant one had to be clever. I found that everyone around me was clever at something. The actual making of plans is easy — the difficulty comes in trying to have them accepted.

"I discovered that one had to be forceful, lucid and convincing, and above all determined to keep one's integrity."

Sir Archibald then went on to show how an education affects later life.

"At schools and universities you are instructed — it is only in later life that you become educated. It is a pity that so many young people begin to specialize so early. The broadest possible education is the best.

"The greatness of a country depends on one thing. It depends, ultimately, inevitably and inexorably on the individual character of its people; people like you and me," he said.

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MR. ORSON WHEELER, FINE ARTS LECTURER, NAMED ACADEMICIAN SCULPTOR

Orson Wheeler, Lecturer in Fine Arts at Sir George Williams College was elected an Academician Sculptor at a recent General Assembly of the Royal Canadian Academy of Arts.

Mr. Wheeler is represented in the Montreal Museum of Fine Arts and is on the Executive of the Sculptors Society of Canada.

His works include portrait busts of many well-known personalities which include Sir Edward Beatty, Sir Lyman Duff, Dr. K. E. Norris and Dr. P. B. Mignault. The portrait bust of Sir Lyman Duff may be found in the Supreme Court building in Ottawa and that of Dr. P. B. Mignault is on display in the Montreal Courthouse.

This famous Canadian sculptor was born in Barnston, Quebec. He graduated with his B.A. from Bishops University. During his formative years he studied in Europe and travelled extensively in France and Italy. Mr. Wheeler joined the staff of the Sir George Williams College twenty years ago. He also teaches in the school of Architecture, McGill University.

Mr. Wheeler has exhibited his works in many Canadian Centers as well as in the United States and England. Photographs of his work have been displayed in European cities.

This native son of Quebec, right from his early childhood has had a consuming interest in the fine arts field.

Recognition of the position he had achieved came from the Royal Canadian Academy of which he became Associate Member in 1939 and elected as member of the Sculptors' Society of Canada in 1941. For three years he was president of the Independent Art Association of Montreal, and became a member of the Pen and Pencil Club, an important and exclusive group of artists, writers, and musicians.

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— 1952 —

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— 1953 —

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— 1954 —

Jeremy Forten, B.Sc.
Yvette Naomi Freeman, B.A.
Milan Kaisvinkler, B.A.
Robert Douglas McCulloch, B.Sc.
Aleksander Ritter Olsen, B. Com.
Jean Shimo-Takahara, B.A.

Three Awards Go to SGWC Students in Office Course

Three awards were made in November to students who took top honors in an office management course in the Faculty of Commerce, Sir George Williams College.

Presentation of the awards — to Ross T. Daniels, of Verdun; Richard E. Cormier, of Montreal; and Percy Orrell, of St. Lambert — were made at a luncheon opening the 1954 business show of the Montreal chapter of the National Office Management Association.

The presentations were made by the conductor of the course, John Crawford, a past president of the Montreal group and a former international president of NOMA.

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City Traffic Frightens One College Visitor

"We weren't intrigued, we were frightened. It looks more like mass manslaughter than anything else."

These were the words used by Ronald Cline, 18-year-old student at Union College, Schenectady, N.Y., to describe Montreal traffic after a tour around the metropolis yesterday.

Cline is one of 33 New York state college students who was brought to Montreal under the American student exchange sponsored annually by the undergraduate society of Sir George.

Cline found that local drivers were careless and that some of their antics were downright dangerous.

"They cut each other off, they race and even when they're stopped they try to climb up each other's backs," he said. "I can't understand how it is that there are not more accidents."

Apart from the traffic aspect Cline and the other students from seven colleges found Montreal a very agreeable place to visit. Most of the students were im- Galley 7-7-7
pressed with the architecture of the Hall of Honor at the city hall.

They were thrilled when Mayor Jean Drapeau invited them to sign the Golden Book. One student admitted he was a little disappointed with the refreshments.

"Someone went and told them that we were in the 18 to 23 age group so they served us cokes," he moaned.

The visitors also took in the Chalet, the waterfront and St. Joseph's Oratory.

Donald Seguin, a sophomore at Niagara University, Niagara Falls, and a veteran of the Korean War, said he was impressed by the size and significance of Montreal.

"To me Ottawa was always the big place in Canada," he added. "I never realized that Montreal had so many people and was so large."

After touring the city the students had supper at a downtown restaurant and then proceeded to a basketball game at Mont St. Louis College Auditorium.

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'Y' Dedicates Memorial Plaque to Former Leaders

A memorial plaque in the Montreal YMCA's Chapel was dedicated last month in honor of the late Gerald W. Birks, for 28 years president of the Montreal YMCA, and John W. Beaton, for 31 years its general secretary.
Galley 8-8-8

Rev. Dr. Gerald Cragg, of Erkshine and American United Church, and Rev. P. R. Latimer, of St. James the Apostle Church, conducted the dedication service, which was attended by members of the Birks and Beaton families and intimate friends.

F. B. Walls, president of the Montreal YMCA, gave the address.

The plaque was inscribed:

"In memory of Gerald Walker Birks, 1872-1950, president of the Montreal YMCA for twenty-eight years, in the Great War, in the international work abroad and in the home city, his personal services and generosity were an inspiration to his associates and fellow citizens.

"In memory of John Wellington Beaton, 1886-1951, general secretary of this association for thirty-one years whose creative and dynamic leadership played a significant part in the growth and progress of the movement in Greater Montreal, in Canada and around the world.

"For over three decades these two leaders uniquely exemplified in their lives the historic lay-professional partnership in our association work."

Sir George's M.P. Remembers the "Good Old Days"

Take it from William M. Hamilton of Montreal — a political novice can become a Member of Parliament.

As a newcomer to politics in 1953 he captured the supposedly "safe" Liberal seat of Notre Dame de Grace for the Progressive Conservatives with 1,300 votes to spare.

In a talk to the Progressive Conservative Business Men's Club in Toronto he described methods he used in the campaign.

His workers stuck adhesive strips with the slogan 'Vote for Hamilton" on trees — until the police tore down the strips and warned the workers they were breaking a bylaw. Mr. Hamilton himself drove in a bannerdecked car to shake hands with everyone in sight at streetcar and bus stops.

"Just over two years ago, I was a happy man," he said.

"Nobody got me out of bed at 2 a.m. to go bail for them. Bazaars and teas got themselves under way quite successfully without my presence.

"Christmas could come and go as a season of mellow cheer — not as a period starting in late October, when one is besieged with phone calls requesting letters of introduction for temporary work in the Post Office."

But that was before he went into politics. (Editor's note: College life was a cinch, eh Bill?)

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